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ABSTRACT

This document, the ninth edition of the Mini-Digest of Education Statistics, provides a pocket-sized compilation of statistical information about U.S. education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current U.S. education scene. Data are from many government sources, especially surveys carried out by the National Center for Education Statistics. Unless otherwise noted, data are extracted from the Digest of Education Statistics. Information is presented on: (1) enrollment in elementary, secondary, and higher education; (2) teachers, faculty, and staff; (3) educational outcomes; and (4) educational finance. Statistics show that education was the occupation of more than 77 million people in the United States in the fall of 2001. Included in this total were about 68.5 million students enrolled in U.S. schools and colleges. More than 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. (Contains 1 figure and 38 tables.) (SLD)

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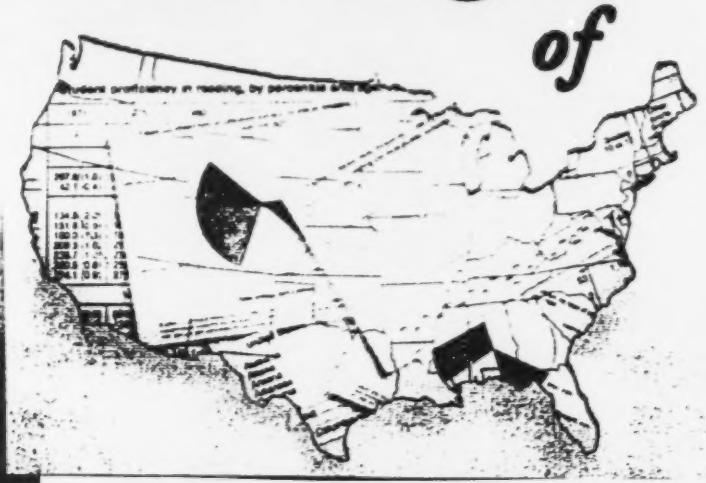

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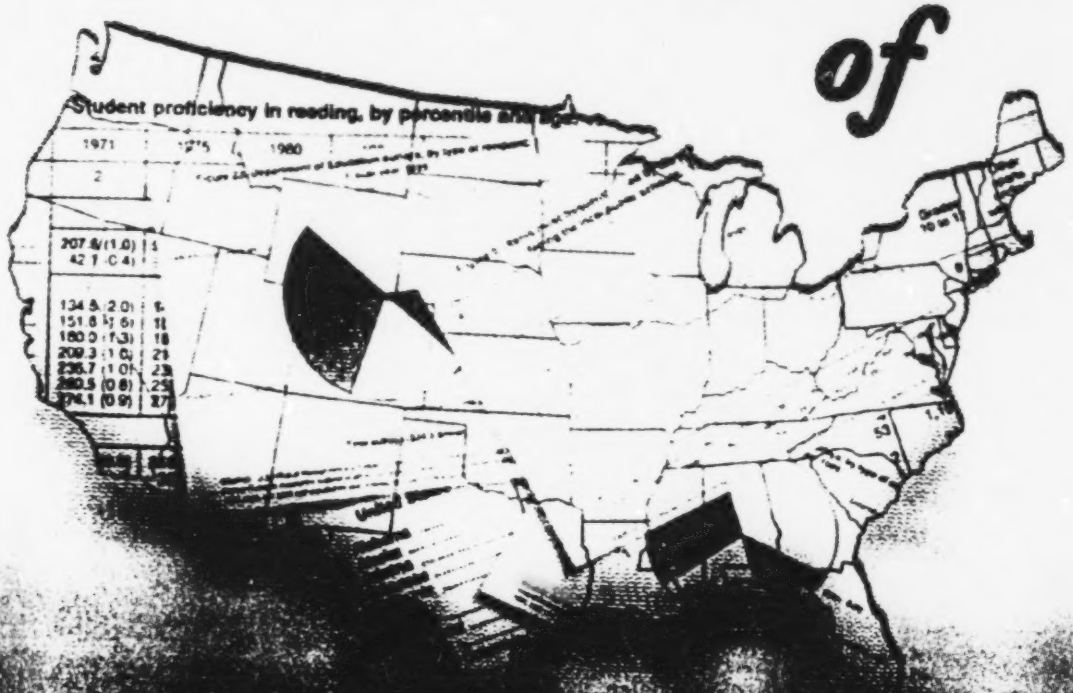

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Mini-Digest *of* Education Statistics *2001*

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The purpose of the Center is to collect and report "statistics and information showing the condition and progress of education in the United States and other nations in order to promote and accelerate the improvement of American education."—Section 402(b) of the National Education Statistics Act of 1994 (20 U.S.C. 9001)

March 2002

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Foreword

Welcome to the ninth edition of the *Mini-Digest of Education Statistics.* The primary purpose of this publication is to provide a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene.

The *Mini-Digest* is designed as an easy reference for materials found in much greater detail in the *Digest of Education Statistics.*

These volumes include selections of data from many government sources, especially drawing on results of surveys and activities carried out by the National Center for Education Statistics (NCES). They include information on the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational outcomes, finances, and federal funds for education. Unless otherwise stated, all data are extracted from the *Digest of Education Statistics.*

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Overview

Education was the occupation of more than 77 million people in the United States in the fall of 2001. Included in this total were about 68.5 million students enrolled in American schools and colleges. Over 4 million people were employed as elementary and secondary school teachers and as college faculty. Other professional, administrative, and support staff of educational institutions numbered 4.8 million. In a nation with a population of about 281 million, almost 1 out of every 4 persons participated in formal education.

Clearly, from the large number of participants, the many years that people spend in school, and the hundreds of billions of dollars expended by schools, education figures prominently in the life of the nation.

The Structure of American Education

Figure 1 shows the structure of education in the United States: the three levels of education—elementary, secondary, and postsecondary—and the approximate age range of persons at each level. Pupils ordinarily spend from 6 to 8 years in the elementary grades, preceded by 1 to 3 years in nursery school and kindergarten. The elementary school program is followed by a 4- to 6-year secondary school program. The elementary program is frequently followed by a middle school or junior high school program, which generally lasts 2 or 3 years. Students then may finish their compulsory schooling at the secondary or high school level, which may last from 3 to 6 years depending on the structure within their school district. Pupils normally complete the entire program through grade 12 by age 18 or 19.

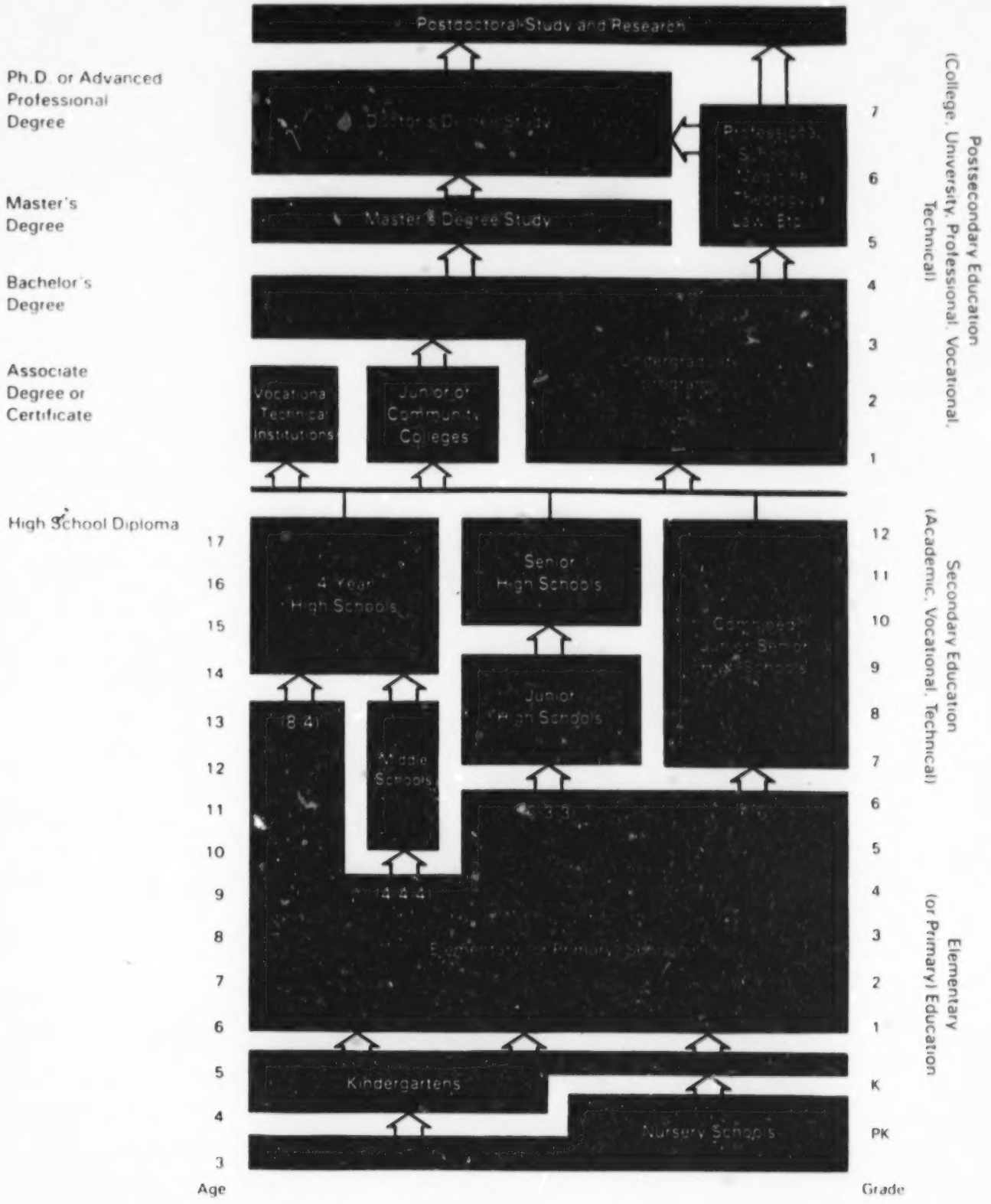
High school graduates who decide to continue their education may enter a technical or vocational institution, a 2-year college, or a 4-year college or university. A 2-year college normally offers the first 2 years of a standard 4-year college curriculum and a selection of terminal vocational programs. Academic courses completed at a 2-year college

are usually transferable for credit at a 4-year college or university. A technical or vocational institution offers postsecondary technical training leading to a specific career. Other types of educational opportunities for adults are offered by community organizations, libraries, churches, and businesses.

An associate degree requires the equivalent of at least 2 years of full-time college-level work, and a bachelor's degree normally can be earned in 4 years. At least 1 year beyond the bachelor's is necessary for a master's degree, while a doctor's degree usually requires a minimum of 3 or 4 years beyond the bachelor's.

Professional schools differ widely in admissions requirements and in program length. Medical students, for example, generally complete a 4-year program of premedical studies at a college or university before they can enter the 4-year program at a medical school. Law programs normally require 3 years of coursework beyond the bachelor's degree level.

Figure 1.—The structure of education in the United States



NOTE—Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level. Chart reflects typical patterns of progression rather than all possible variations.

SOURCE: U.S. Department of Education, National Center for Education Statistics.

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Enrollment

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Elementary and Secondary Schools

Public Schools

Overall, public school enrollment increased between 1985 and 2001. In kindergarten through grade eight, enrollment rose from 27.0 million in fall 1985 to an estimated 33.6 million in fall 2001. In the upper grades (9-12), the net result of changes in enrollment over the same period was an overall increase in secondary students.

Table 1.—Enrollment in public elementary and secondary schools: Fall 1985 to fall 2001
(In thousands)

Year	Total	Prekindergarten through grade 8	Grades 9 through 12
1985	39,422	27,034	12,388
1990	41,217	29,878	11,338
1991	42,047	30,506	11,541
1993	43,465	31,504	11,961
1994	44,111	31,898	12,213
1995	44,840	32,341	12,500
1996	45,611	32,764	12,847
1997	46,127	33,073	13,054
1998	46,539	33,346	13,193
1999	46,857	33,488	13,369
2000 [1]	47,160	33,622	13,537
2001 [2]	47,213	33,587	13,626

[1] Estimated.
[2] Projected.

NOTE: Detail may not sum to totals due to rounding.

Private Schools

Private school enrollment has risen little over the past decade, with 11 percent of all elementary and secondary students attending private schools in fall 2001. Total private school enrollment at the elementary and secondary levels was estimated at 5.9 million in fall 2001.

Table 2.—Enrollment in private elementary and secondary schools: Fall 1985 to fall 2001
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
1985	5,557	4,195	1,362
1990	5,234	4,084	1,150
1991 [1]	5,275	4,113	1,162
1993 [1]	5,348	4,215	1,132
1994 [1]	5,498	4,335	1,163
1995	5,662	4,465	1,197
1996 [1]	5,764	4,551	1,213
1997	5,841	4,623	1,218
1998 [1]	5,937	4,702	1,235
1999	6,018	4,765	1,254
2000 [2]	5,944	4,678	1,266
2001 [2]	5,944	4,668	1,276

[1] Estimated.
[2] Projected.

NOTE: Excludes home-schooled children. The National Center for Education Statistics estimated that approximately 850,000 were home-schooled in spring 1999. Detail may not sum to totals due to rounding.

Projections

The National Center for Education Statistics (NCES) forecasts that fall 2001 public school enrollment will mark a new record for enrollment.

Public and private elementary enrollment is projected to grow slowly over the next few years and then decline slightly, so that the fall 2011 projection is slightly lower than the 2001 enrollment. In contrast to elementary enrollment, secondary enrollment is expected to have an increase of 3 percent between 2001 and 2011.

Table 3.—Projected enrollment in public and private elementary and secondary schools: Fall 2001 to fall 2011
(In thousands)

Year	Total	Kindergarten through grade 8	Grades 9 through 12
2001	53,157	38,255	14,902
2002	53,310	38,234	15,076
2003	53,386	38,119	15,267
2004	53,449	37,896	15,552
2005	53,491	37,694	15,796
2006	53,465	37,539	15,927
2007	53,373	37,456	15,917
2008	53,219	37,452	15,767
2009	53,109	37,517	15,592
2010	53,069	37,659	15,409
2011	53,122	37,828	15,294

NOTE: Detail may not sum to totals due to rounding.

Preprimary Enrollment

Prekindergarten and kindergarten enrollment of 3- to 5-year-olds increased 14 percent between 1990 and 2000. The proportion of 5-year-olds enrolled in preprimary programs has changed little since 1990; however, the enrollment rate of younger children in preprimary programs has risen.

Table 4.—Enrollment of 3- to 5-year-olds in prekindergarten and kindergarten programs by control and level of school: Fall 1980, 1990, and 2000
(In thousands)

Level and control of school	Fall 1980	Fall 1990	Fall 2000
Total	4,878	6,659	7,592
Percent enrolled	52.5	59.4	64.0
Control			
Public	3,066	3,971	4,847
Private	1,812	2,688	2,745
Level			
Prekindergarten	1,981	3,379	4,326
Kindergarten	2,897	3,280	3,266

NOTE: Detail may not sum to totals due to rounding.

Enrollment Rates

School enrollment rates for 5 and 6, and 14- to 17-year-olds have remained relatively steady over the past 10 years. Enrollment rates for 3- and 4-year-olds have increased while rates for 7- to 13-year-olds have decreased slightly.

Table 5.—Percent of 5- to 17-year-olds enrolled in school: October 1970 to October 2000

Year	3 and 4 years	5 and 6 years	7 to 13 years	14 to 17 years
1970	20.5	89.5	99.2	94.1
1975	31.5	94.7	99.3	93.6
1980	36.7	95.7	99.3	93.4
1985	38.9	96.1	99.2	94.9
1986	38.9	95.3	99.2	94.9
1987	38.3	95.1	99.5	95.0
1988	38.2	96.0	99.7	95.1
1989	39.1	95.2	99.3	95.7
1990	44.4	96.5	99.6	95.8
1991	40.5	95.4	99.6	96.0
1992	39.7	95.5	99.4	96.7
1993	40.4	95.4	99.5	96.5
1994	47.3	96.7	99.4	96.6
1995	48.7	96.0	98.9	96.3
1996	48.3	94.0	97.7	95.4
1997	52.6	96.5	99.1	96.6
1998	52.1	95.6	98.9	96.1
1999	54.2	96.0	98.7	95.8
2000	52.1	95.6	98.2	95.7

NOTE: Starting in 1994, preprimary enrollment was collected using new procedures, and may not be comparable to figures for earlier years.

Enrollment, by Race and Ethnicity

The proportion of minority students in public elementary and secondary schools increased between 1986 and 1999. The proportion of Hispanics in public elementary and secondary schools increased at a greater rate than the proportion of blacks.

Table 6.—Racial/ethnic distribution of students in public elementary and secondary schools: Fall 1986, 1991, and 1999

Race/ethnicity of student	Fall 1986	Fall 1991 *	Fall 1999
Total	100.0	100.0	100.0
White, non-Hispanic	70.4	67.4	62.1
Minority	29.6	32.6	37.9
Black, non-Hispanic	16.1	16.4	17.2
Hispanic	9.9	11.8	15.6
Asian or Pacific Islander	2.8	3.4	4.0
American Indian/ Alaskan Native	0.9	1.0	1.2

* *Digest of Education Statistics, 1993.*

NOTE: Detail may not sum to totals due to rounding.

Enrollment in Programs for the Disabled

During the late 1970s and early 1980s, increasing proportions of children were served in federally supported programs for the disabled. Much of the rise during this period may be attributed to the increasing proportion of children identified as learning disabled. In 1976-77, 8 percent of children were served in programs for the disabled compared with 13 percent in 1999-2000.

Table 7.—Children 0 to 21 years old served in programs for the disabled, and as a percent of public elementary and secondary enrollment: 1976-77 to 1999-2000

(In thousands)

Year	All disabilities	Specific learning disabilities	All disabilities as a percent of total enrollment*
1976-77	3,694	796	8.32
1980-81	4,144	1,462	10.14
1987-88	4,439	1,928	11.02
1990-91	4,762	2,129	11.43
1995-96	5,573	2,579	12.43
1997-98	5,903	2,725	12.80
1998-99	6,054	2,789	13.01
1999-2000	6,195	2,834	13.22

*Based on the enrollment in public schools, prekindergarten through 12th grade.

Degree-Granting Institutions

College Enrollment

College enrollment in fall 2001 was 15.3 million. Of the fall 2001 students, 6.6 million are men and 8.7 million are women.

Table 8.—Enrollment in degree-granting institutions, by sex, attendance status, and control of institution: Fall 1990, 1995, and 2001

(In thousands)

Attendance status by sex and control of institution	1990	1995	2001*
Total	13,819	14,262	15,300
Men	6,284	6,343	6,644
Full-time	3,808	3,807	4,091
Part-time	2,476	2,535	2,554
Women	7,535	7,919	8,656
Full-time	4,013	4,321	4,945
Part-time	3,521	3,598	3,711
Public	10,845	11,092	11,775
Men	4,875	4,908	5,096
Women	5,970	6,185	6,678
Private	2,974	3,169	3,525
Men	1,409	1,435	1,548
Women	1,565	1,735	1,978

*Projected.

NOTE: The source for 2001 figures is *Projections of Education Statistics to 2011*. Detail may not sum to totals due to rounding.

Enrollment, by Level and Control

College enrollment rose from 13.8 million in fall 1990 to 15.3 million in fall 2001. In 2001, over 9 million students attended 4-year schools and nearly 6 million attended 2-year schools. Between 1990 and 2001, full-time enrollment increased more than part-time enrollment, 16 percent and 4 percent, respectively.

Table 9.—Enrollment in degree-granting institutions, by level and control of institution: Fall 1990, 1995, and 2001

(In thousands)

Type and control of college, and attendance status	Fall 1990	Fall 1995	Fall 2001*
Total	13,819	14,262	15,300
4-year	8,579	8,769	9,467
2-year	5,240	5,493	5,833
Public	10,845	11,092	11,775
4-year	5,848	5,815	6,202
2-year	4,996	5,278	5,573
Full-time	5,750	5,925	6,468
Part-time	5,094	5,167	5,306
Private	2,974	3,169	3,525
4-year	2,730	2,955	3,265
2-year	244	215	260
Full-time	2,070	2,204	2,567
Part-time	903	966	959

*Projected.

NOTE: The source for 2001 figures is *Projections of Education Statistics to 2011*. Detail may not sum to totals due to rounding.

Enrollment Rates of 18- to 24-Year-Olds

The proportion of 18- and 19-year-olds attending high school or college rose from 46 percent in 1980 to 61 percent in 2000. Enrollment rates for those in their early 20s also increased. The enrollment rate of 20- and 21-year-olds rose from 31 percent in 1980 to 44 percent in 2000.

Table 10.—Percent of 18- to 24-year-olds enrolled in school: October 1980 to October 2000

Year	18- and 19-year-olds	20- and 21-year-olds	22- to 24-year-olds
1980	46.4	31.0	16.3
1981	49.0	31.6	16.5
1983	50.4	32.5	16.6
1985	51.6	35.3	16.9
1987	55.6	38.7	17.5
1989	56.0	38.5	19.9
1990	57.2	39.7	21.0
1991	59.6	42.0	22.2
1992	61.4	44.0	23.7
1993	61.6	42.7	23.6
1994	60.2	44.9	24.0
1995	59.4	44.9	23.2
1996	61.5	44.4	24.8
1997	61.5	45.9	26.4
1998	62.2	44.8	24.9
1999	60.6	45.3	24.5
2000	61.2	44.1	24.6

Enrollment, by Gender and Age

Despite decreases in the size of the traditional college-age population, total college enrollment has grown since the 1980s. Some of the growth during the 1980s can be attributed to the increase in the number of women over 24 attending college. However, from 1990 to 2001, enrollments of persons under 25 grew 15 percent and enrollments for persons 25 and older increased 4 percent. Enrollment of women under 25 grew 24 percent.

Table 11.—Fall enrollment in degree-granting institutions, by sex, and age: 1980, 1990, and 2001

(In thousands)

Sex and age	1980	1990	2001*
Men and women, total ...	12,097	13,819	15,300
19 years and younger	3,148	3,127	3,713
20 and 21 years old	2,424	2,761	3,101
22 to 24 years old	1,989	2,144	2,457
25 years and older	4,535	5,788	6,029
Men, total	5,874	6,284	6,644
19 years and younger	1,474	1,508	1,674
20 and 21 years old	1,259	1,368	1,450
22 to 24 years old	1,064	1,107	1,136
25 years and older	2,076	2,301	2,384
Women, total	6,223	7,535	8,656
19 years and younger	1,674	1,619	2,039
20 and 21 years old	1,165	1,392	1,651
22 to 24 years old	925	1,037	1,321
25 years and older	2,459	3,487	3,645

* Projected.

Enrollment, by Race and Ethnicity

The proportion of American college students who are minorities has been increasing. In 1980, 16.5 percent were minorities, compared with 28.1 percent in 1999. Much of the change can be attributed to rising proportions of Hispanic and Asian students. The proportion of students who are black has fluctuated over the past 15 years and was 11.5 percent in 1999, an increase of 2.1 percentage points from 1980. The enrollment of Hispanic students rose by 5.2 percentage points during the same time period.

Table 12.—Racial/ethnic distribution of fall enrollment in degree-granting institutions: 1980, 1990, and 1999

Race/ethnicity	1980	1990	1999
Total	100.0	100.0	100.0
White, non-Hispanic	83.5	79.9	71.9
Total minority	16.5	20.1	28.1
Black, non-Hispanic	9.4	9.3	11.5
Hispanic	4.0	5.8	9.2
Asian or Pacific Islander	2.4	4.3	6.4
American Indian or Alaskan Native	0.7	0.8	1.0

NOTE: Distribution excludes nonresident aliens.

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Graduate School Enrollment

Graduate enrollment had been steady at about 1.3 million in the late 1970s and early 1980s, but rose 19 percent between 1989 and 1999.

Since 1984, the number of women in graduate schools has exceeded the number of men.

Table 13.—Fall graduate enrollment * in degree-granting institutions, by sex: 1970 to 1999

(In thousands)

Year	Total	Men	Women
1970	1,031	630	400
1974	1,190	663	526
1976	1,333	714	619
1978	1,312	682	630
1980	1,343	675	670
1982	1,322	670	653
1984	1,345	672	673
1986	1,435	693	742
1988	1,472	697	774
1989	1,522	710	811
1990	1,586	737	849
1992	1,669	772	896
1994	1,721	776	946
1995	1,732	768	965
1996	1,742	759	983
1997	1,753	758	996
1998	1,768	754	1,013
1999	1,807	766	1,041

* Includes unclassified graduate students.

NOTE: Detail may not sum to totals due to rounding.

First-Professional Enrollment

Enrollment in first-professional programs, after rising very rapidly during the 1970s, stabilized in the early 1980s and showed an increase of 10 percent between 1989 and 1999.

Fewer women than men are enrolled in first-professional programs; however, between 1989 and 1999, women have increased, while the number of men has decreased.

Table 14.—Fall first-professional enrollment in degree-granting institutions, by sex: 1970 to 1999

Year	Total	Men	Women
1970	173,411	158,649	14,762
1974	235,452	194,079	41,373
1978	256,904	192,221	64,683
1980	277,767	199,344	78,423
1982	278,425	191,200	87,225
1984	278,598	184,949	93,649
1986	270,401	173,851	96,550
1988	267,109	166,912	100,197
1989	274,451	168,773	105,678
1990	273,366	166,798	106,568
1992	280,922	168,620	112,302
1994	294,713	173,956	120,757
1995	297,592	173,897	123,695
1996	298,312	172,742	125,570
1997	298,258	169,627	128,631
1998	302,473	168,846	133,627
1999	303,190	165,134	138,056

Teachers, Faculty, and Staff

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Elementary and Secondary Schools
Number of Teachers

An estimated 3.6 million elementary and secondary school teachers were engaged in classroom instruction in the fall of 2001. About 3.1 million teachers were in public schools and .4 million taught in private schools.

The number of elementary and secondary school teachers has risen in recent years, up about 29 percent between fall 1990 and fall 2001. The number of public school teachers has risen faster than the number of students during that period, resulting in declines in the pupil/teacher ratio. In fall 2001, there were 15.1 public school pupils per teacher compared with 17.2 public school pupils per teacher in 1990. During the same time period, the pupil/teacher ratio in private schools was 14.7 in fall 1990 and 13.8 pupils per teacher in fall 2001.

Table 15.—Teachers and pupil/teacher ratios in public and private elementary and secondary schools: Fall 1980 to fall 2001
(In full-time-equivalents)

Year	Total	Public school teachers	Private school teachers
	Number in thousands		
1980	2,485	2,184	301
1985	2,549	2,206	343
1990	2,753	2,398	[1] 355
1992	2,822	2,459	[1] 363
1995	2,978	2,598	380
1997	3,134	2,746	388
1998	3,221	2,830	[1] 391
1999	3,304	2,907	397
2000 [1]	3,381	2,953	[2] 428
2001 [2]	3,551	3,119	432
	Pupil/teacher ratios		
1980	18.6	18.7	17.7
1985	17.6	17.9	16.2
1990	16.9	17.2	[1] 14.7
1992	17.1	17.4	[1] 14.7
1995	17.0	17.3	14.9
1997	16.6	16.8	15.1
1998	16.3	16.4	[1] 15.2
1999	16.0	16.1	15.2
2000 [1]	15.7	16.0	[2] 13.9
2001 [2]	15.0	15.1	13.8

[1] Estimated.

[2] Projected.

NOTE: Detail may not sum to totals due to rounding.

Teachers' Salaries

The average salary for public school teachers has remained steady over the past 10 years, equal to $42,898 in 2000-01. After adjustment for inflation, teachers' salaries rose 20 percent between 1980-81 and 2000-01. Virtually all of this increase occurred during the mid-1980s. Since 1990-91, the average salary for teachers fell slightly, after adjusting for inflation.

Table 16.—Average annual salary for public elementary and secondary schools teachers: 1970-71 to 2000-01

(In constant 2000-01 dollars) *

Year	All teachers	Elementary teachers	Secondary teachers
1970-71	$40,850	$39,761	$42,172
1975-76	39,781	38,770	40,845
1980-81	35,663	34,826	36,670
1984-85	39,069	38,406	40,040
1985-86	40,546	39,772	41,588
1988-89	42,713	41,930	43,657
1990-91	43,256	42,480	44,318
1995-96	42,659	42,088	43,515
1997-98	42,670	42,280	43,345
1998-99	43,182	42,857	43,798
1999-2000 ..	43,153	42,887	43,884
2000-01	42,898	42,613	43,663

* Constant 2000-01 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Degree-Granting Institutions

Staff

Approximately 2.9 million people were employed in colleges and universities in the fall of 1999, including 2.0 million professional and .9 milion nonprofessional staff. About 44 percent of the staff were faculty or teaching assistants, 6 percent were managerial, 18 percent were other non-teaching professional, and 32 percent were nonprofessional staff.

Table 17.—Employees in degree-granting institutions, by primary occupation and by type and control of institution: 1999

(In thousands)

Primary occupation	Total	Public	Private
Total, all employees	2,883	1,989	894
Professional staff	1,951	1,352	599
Managerial	160	86	74
Faculty and teaching assistants	1,268	914	354
Non-faculty	523	353	171
Nonprofessional staff ..	932	636	296
4-year	2,329	1,471	858
Full-time, total staff	1,635	1,025	610
Part-time, total staff	694	446	248
2-year	555	518	37
Full-time, total staff	284	259	24
Part-time, total staff	271	259	12

Faculty Salaries for Men and Women

Average faculty salaries for men in 1998-99 ($58,048) were considerably higher than the average for women ($47,421), but women's salaries have increased at a slightly faster rate since 1990-91.

Table 18.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by sex: 1972-73 to 1998-99
(In constant 1998-99 dollars) *

Year	Total	Men	Women
1972-73	53,259	55,435	45,835
1975-76	49,425	51,666	42,450
1978-79	47,610	49,907	41,028
1980-81	44,262	46,535	37,982
1982-83	45,592	48,053	38,996
1985-86	48,980	51,856	41,698
1987-88	50,988	54,134	43,321
1990-91	51,808	55,371	44,086
1995-96	52,514	56,247	45,657
1997-98	53,241	57,087	46,567
1998-99	54,097	58,048	47,421

*Constant 1998-99 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Faculty Salaries for Public and Private Institutions

College faculty generally experienced losses in the purchasing power of their salaries from 1972-73 to 1980-81, when average salaries fell 17 percent after adjustment for inflation. During the 1980s and 1990s, average salaries rose and recouped most of the losses.

Table 19.—Average salary of full-time instructional faculty on 9-month contracts in degree-granting institutions, by control and type of institution: 1972-73 to 1998-99

(In constant 1998-99 dollars) *

Year	Public 4-year	Public 2-year	Private 4-year	Private 2-year
1972-73 ...	$55,414	$49,656	$52,358	$35,702
1975-76 ...	51,625	46,937	47,817	32,342
1978-79 ...	49,776	45,264	45,662	30,016
1980-81 ...	46,296	42,125	42,406	28,616
1982-83 ...	47,431	42,861	44,746	27,820
1985-86 ...	51,461	44,743	47,982	29,389
1987-88 ...	53,748	45,750	50,205	31,060
1990-91 ...	54,689	45,529	51,880	29,597
1995-96 ...	54,498	46,109	54,122	33,989
1997-98 ...	55,051	46,714	55,321	34,173
1998-99 ...	55,948	47,285	56,284	34,821

*Constant 1998-99 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

Educational Outcomes

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Reading Performance

Long-term trends in reading achievement show improvements for the country's 9- and 13-year-old students. Seventeen year-olds scored about the same in 1999 as in 1971. Significant gaps continue to exist between white, black, and Hispanic students and between male and female students. Gender gaps favoring female 13- and 17-year-olds were about the same in 1999 as in 1971.

Table 20.—Proficiency of 17-year-olds in reading, by selected characteristics: 1971, 1980, and 1999

Selected characteristics of students	1971	1980	1999
Total	285.2	285.5	287.8
Sex			
Male	278.9	281.8	281.5
Female	291.3	289.2	294.6
Race/ethnicity			
White	291.4	292.8	294.6
Black	238.7	243.1	263.9
Hispanic	—	261.4	270.7
Control of school			
Public	—	284.4	285.6
Private	—	298.4	307.2
Parents' education level			
Did not graduate high school	261.3	262.1	264.8
Graduated high school	283.0	277.5	273.9
Post high school	302.2	298.9	297.5

— Not available.

NOTE: Scale ranges from 0 to 500.

Mathematics Performance

Average proficiency for 9- and 13-year-olds improved between 1982 and 1999. For 17-year-old students, average proficiency had declined between 1973 and 1982, but an upturn during the past decade brought the performance above the 1973 level. Gender gaps in mathematics among 17-year-olds narrowed between 1973 and 1999.

Table 21.—Proficiency of 17-year-olds in mathematics, by selected characteristics: 1973, 1982, and 1999

Selected characteristics of students	1973	1982	1999
Total	304	299	308
Sex			
Male	309	302	310
Female	301	296	307
Race/ethnicity			
White	310	304	315
Black	270	272	283
Hispanic	277	277	293
Control of school			
Public	—	297	307
Private	—	311	321
Parents' education level			
Did not graduate high school	—	279	289
Graduated high school	—	293	299
Graduated college	—	312	317

— Not available.

NOTE: Scale ranges from 0 to 500.

Science Performance

Long-term trends in science achievement have been mixed. Science achievement was higher for 9-year-olds in 1999 than in 1970, but achievement for 13-year-olds was about the same. In 1999, science performance among 17-year-olds was lower than in 1969, but higher than in 1990. Significant gaps continue to exist between racial/ethnic groups and gender gaps favoring male 17-year-olds were smaller in the 1990s than in the 1980s or 1970s.

Table 22.—Proficiency of 17-year-olds in science, by selected characteristics: 1969, 1990, and 1999

Selected characteristics of students	1969	1990	1999
Total	305	290	295
Sex			
Male	314	296	300
Female	297	285	291
Race/ethnicity			
White	312	301	306
Black	258	253	254
Hispanic	—	262	276
Control of school			
Public	—	289	293
Private	—	308	311
Parents' education level			
Did not graduate high school	—	261	264
Graduated high school	—	276	281
Graduated college	—	306	307

— Not available.

NOTE: Scale ranges from 0 to 500.

High School Course-Taking Patterns

In 1983, the National Commission on Excellence in Education recommended that all students take 4 years of English, 3 years each of mathematics, science, and social studies, and half a year of computer science. For those going on to college, an additional 2 years of foreign language study was highly recommended.

Over the past 12 years, the average number of science and mathematics credits earned by high school graduates increased substantially. The mean number of mathematics credits (Carnegie units) earned in high school rose from 2.6 in 1982 to 3.4 in 1998, and the number of science credits rose from 2.2 to 3.1.

The proportion of graduates who completed the college preparatory program recommended by the Commission on Excellence (excluding computer science) rose from 10 percent in 1982 to 44 percent in 1998.

Table 23.—Percent of high school graduates earning selected combinations of academic credits: 1982 and 1998

Year of graduation and course combinations taken	All graduates
1982 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	2.0
4 Eng., 3 S.S., 3 Sci., 3 Math, & 2 F.L.	9.5
4 Eng., 3 S.S., 3 Sci., 3 Math	14.3
4 Eng., 3 S.S., 2 Sci., 2 Math	31.5
1998 graduates	
4 Eng., 3 S.S., 3 Sci., 3 Math, .5 Comp., & 2 F.L.	28.6
4 Eng., 3 S.S., 3 Sci., 3 Math, 2 F.L.	44.2
4 Eng., 3 S.S., 3 Sci., 3 Math	55.0
4 Eng., 3 S.S., 2 Sci., 2 Math	74.5

NOTE: Eng. = English; S.S. = social studies; Sci. = science; Comp. = computer science; and F.L. = foreign language.

Graduates

The number of high school graduates in 2000-01 totaled about 2.8 million. About 2.5 million graduated from public schools and about 0.3 million graduated from private schools. The number of high school graduates has declined from its peak in 1976-77 when approximately 3.2 million people earned their diplomas. The number of graduates has been increasing in recent years. The ratio of high school graduates to 17-year-olds declined in the 1970s, increased slightly in the late 1980s and decreased slightly during the 1990s.

The actual completion rate is higher than this ratio of 70 percent because many students complete high school through alternative programs, such as night schools and the General Educational Development (GED) program. In 2000, 88 percent of all 25- to 29-year-olds had completed high school or its equivalent.

Table 24.—High school graduates compared with population of 17-year-olds: 1976-77 to 2000-01

(In thousands)

School year	Total [1] 17-year-olds	High school graduates	Graduates as a percent of 17-year-olds
1976-77	4,272	3,152	73.8
1978-79	4,327	3,101	71.7
1981-82	4,134	2,995	72.4
1983-84	3,784	2,767	73.1
1985-86	3,670	2,643	72.0
1986-87	3,754	2,694	71.8
1987-88	3,849	2,773	72.0
1988-89	3,842	2,744	71.4
1989-90	3,505	2,589	73.9
1990-91	3,421	2,493	72.9
1991-92	3,391	2,478	73.1
1992-93	3,447	2,480	72.0
1993-94	3,459	2,464	71.2
1994-95	3,588	2,520	70.2
1995-96	3,641	2,518	69.2
1996-97	3,773	2,612	69.2
1997-98	3,930	2,704	68.8
1998-99	3,965	2,762	69.7
1999-2000 ..	4,018	2,809	69.6
2000-01 [2]	4,004	2,821	70.5

[1] Derived from *Current Population Reports*, Series P-25. 17-year-old population adjusted to reflect October 17-year-old population.

[2] Preliminary data.

Dropouts

The dropout rate among 16- to 24-year-olds has declined over the past 20 years. Rates for both blacks and whites have declined over this period. The dropout rate for Hispanics remains relatively high at 28 percent, compared to 7 percent for whites and 13 percent for blacks.

Table 25.—Percent of high school dropouts among persons 16 to 24 years old, by race/ethnicity: October 1975 to October 2000

Year	All races	White, non-Hispanic	Black, non-Hispanic	Hispanic
1975	13.9	11.4	22.9	29.2
1980	14.1	11.4	19.1	35.2
1985	12.6	10.4	15.2	27.6
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992*	11.0	7.7	13.7	29.4
1993*	11.0	7.9	13.6	27.5
1994*	11.4	7.7	12.6	30.0
1995*	12.0	8.6	12.1	30.0
1996*	11.1	7.3	13.0	29.4
1997*	11.0	7.6	13.4	25.3
1998*	11.8	7.7	13.8	29.5
1999*	11.2	7.3	12.6	28.6
2000*	10.9	6.9	13.1	27.8

*Wording of questionnaire was changed.

NOTE: Dropouts are persons not enrolled in school who neither graduated from high school, nor received GED credentials.

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College Degrees

The number of degrees conferred by colleges and universities in 2000-01 was estimated to be 562,000 associate degrees; 1,209,000 bachelor's degrees; 428,000 master's degrees; 81,900 first-professional degrees; and 46,700 doctor's degrees. In 1999-2000, women earned the majority of degrees at the associate, bachelor's, and master's degree levels. Also women receiving all types of degrees increased at a faster rate than for men between 1970-71 and 2000-01.

More people are completing college. Between 1990-91 and 2000-01, associate degrees increased 17 percent, bachelor's degrees 10 percent, master's degrees 27 percent, first-professional degrees 14 percent, and doctor's degrees 19 percent.

Table 26.—Associate and bachelor's degrees conferred by degree-granting institutions: 1960–61 to 2000–01

Year	Associate degrees	Bachelor's degrees	Percent of bachelor's degrees to women
1960–61	—	365,174	38.5
1970–71	252,311	839,730	43.4
1980–81	416,377	935,140	49.8
1983–84	452,240	974,309	50.5
1984–85	454,712	979,477	50.7
1985–86	446,047	987,823	50.8
1986–87	436,304	991,264	51.5
1987–88	435,085	994,829	52.0
1988–89	436,764	1,018,755	52.6
1989–90	455,102	1,051,344	53.2
1990–91	481,720	1,094,538	53.9
1991–92	504,231	1,136,553	54.2
1992–93	514,756	1,165,178	54.3
1993–94	530,632	1,169,275	54.5
1994–95	539,691	1,160,134	54.6
1995–96	555,216	1,164,792	55.1
1996–97	571,226	1,172,879	55.6
1997–98	558,555	1,184,406	56.1
1998–99	559,954	1,200,303	56.8
1999–2000	564,933	1,237,875	57.2
2000–01 *	562,000	1,209,000	56.7

* Projected.

Table 27.—Master's, first-professional, and doctor's degrees conferred by degree-granting institutions: 1970-71 to 2000-01

Year	Master's degrees	First-professional degrees	Doctor's degrees
1970-71 ..	230,509	37,946	32,107
1980-81 ..	295,739	71,956	32,958
1983-84 ..	284,263	74,468	33,209
1984-85 ..	286,251	75,063	32,943
1985-86 ..	288,567	73,910	33,653
1986-87 ..	289,349	71,617	34,041
1987-88 ..	299,317	70,735	34,870
1988-89 ..	310,621	70,856	35,720
1989-90 ..	324,301	70,988	38,371
1990-91 ..	337,168	71,948	39,294
1991-92 ..	352,838	74,146	40,659
1992-93 ..	369,585	75,387	42,132
1993-94 ..	387,070	75,418	43,185
1994-95 ..	397,629	75,800	44,446
1995-96 ..	406,301	76,734	44,652
1996-97 ..	419,401	78,730	45,876
1997-98 ..	430,164	78,598	46,010
1998-99 ..	439,986	78,439	44,077
1999-2000	457,056	80,057	44,808
2000-01 *	428,000	81,900	46,700

* Projected.

Educational Attainment

Americans are becoming more educated. Between 1970 and 2000, the proportion of the adult population 25 years of age and over who completed high school or more rose from 55 percent to 84 percent. At the same time, the proportion of adults with at least 4 years of college increased from 11 percent to 26 percent.

Table 28.—Percent of persons 25 years and older who completed various years of school: 1970 to 2000

Year	Less than 5 years of elementary school	High school completion or higher	Bachelor's or higher degree
March 1970	5.3	55.2	11.0
March 1980	3.4	68.6	17.0
March 1985	2.7	73.9	19.4
March 1990	2.5	77.6	21.3
March 1991	2.4	78.4	21.4
March 1992	2.1	79.4	21.4
March 1993	2.1	80.2	21.9
March 1994	1.9	80.9	22.2
March 1995	1.9	81.7	23.0
March 1996	1.8	81.7	23.6
March 1997	1.7	82.1	23.9
March 1998	1.7	82.8	24.4
March 1999	1.6	83.4	25.2
March 2000	1.6	84.1	25.6

Finance

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Total Expenditures

Expenditures for public and private education, from preprimary through graduate school, are estimated at about $700 billion for 2000-01. The expenditures of elementary and secondary schools are expected to total about $423 billion for 2000-01, while institutions of higher education will spend about $277 billion.

The total expenditures for education are expected to amount to about 7.1 percent of the gross domestic product in 2000-01. The 2000-01 percentage is the same as 1990-91.

Table 29.—Total expenditures of educational institutions related to the gross domestic product: 1980–81 to 2000–01

School year	Expenditures in billions of current dollars	Expenditures in billions of constant (2000–01) dollars	As a percent of gross domestic product
1980-81	$182.8	$369.6	6.5
1982-83	212.1	378.3	6.5
1983-84	228.6	393.2	6.5
1984-85	247.7	410.0	6.3
1985-86	269.5	433.6	6.4
1986-87	292.0	459.6	6.6
1987-88	313.4	473.7	6.6
1988-89	346.9	501.2	6.8
1989-90	381.5	526.1	7.0
1990-91	412.7	539.5	7.1
1991-92	433.0	548.5	7.2
1992-93	456.1	560.3	7.2
1993-94	477.2	571.5	7.2
1994-95	503.9	586.6	7.1
1995-96	529.6	600.2	7.2
1996-97	562.5	619.7	7.2
1997-98	596.9	646.2	7.2
1998-99 [1]	633.5	674.1	7.2
1999-2000 [2]	669.0	691.9	7.2
2000-01 [2]	699.7	699.7	7.1

[1] Preliminary.
[2] Estimated.

Public Elementary and Secondary School Revenues

The state share of revenues for public elementary and secondary schools grew through most of the 1980s, but in 1987-88 the trend began to reverse. Between 1986-87 and 1993-94, the local share of school funding rose while the proportion from state governments fell. By 1994-95, a greater share shifted back to the states. In 1998-99, 48.7 percent of revenues came from state sources, 44.2 percent came from local sources, and 7.1 percent came from the federal government.

Total revenues increased 81 percent between 1988-89 and 1998-99. Federal revenues increased 106 percent, state revenues increased 84 percent, and local revenues 74 percent between that same time period.

Table 30.—Percent of revenues for public elementary and secondary schools from various sources: 1970-71 to 1998-99

School year	Federal	State	Local*
1970-71	8.4	39.1	52.5
1980-81	9.2	47.4	43.4
1982-83	7.1	47.9	45.0
1984-85	6.6	48.9	44.4
1985-86	6.7	49.4	43.9
1986-87	6.4	49.7	43.9
1987-88	6.3	49.5	44.1
1988-89	6.2	47.8	46.0
1989-90	6.1	47.1	46.8
1990-91	6.2	47.2	46.7
1991-92	6.6	46.4	47.0
1992-93	7.0	45.8	47.2
1993-94	7.1	45.2	47.8
1994-95	6.8	46.8	46.4
1995-96	6.6	47.5	45.9
1996-97	6.6	48.0	45.4
1997-98	6.8	48.4	44.8
1998-99	7.1	48.7	44.2

*Includes a relatively small amount from nongovernmental sources.

NOTE: Beginning in 1980-81, revenues for state education agencies are excluded. Beginning in 1988-89, new survey procedures were implemented. Detail may not sum to 100.0 due to rounding.

Public Elementary and Secondary School Expenditures

The expenditure per student in public schools has risen since the mid-1990s. In 2000-01, the estimated current expenditure per student in fall enrollment was $7,079. After adjustment for inflation, this represents an increase of 10 percent since 1990-91.

Table 31.—Current expenditure per pupil in fall enrollment: 1979-80 to 2000-01

School year	Unadjusted dollars	Constant dollars (2000–01) [1]
1979-80	$2,088	$4,710
1985-86	3,479	5,599
1987-88	3,927	5,935
1989-90	4,643	6,402
1990-91	4,902	6,409
1991-92	5,023	6,364
1993-94	5,327	6,379
1994-95	5,529	6,436
1995-96	5,689	6,447
1996-97	5,923	6,527
1997-98	6,189	6,700
1998-99	6,508	6,925
1999-2000 [2]	6,811	7,045
2000-01 [2]	7,079	7,079

[1] Constant 2000-01 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Estimated.

Degree-Granting Institutions

Revenues for Public Institutions

Public colleges are heavily dependent on state government for revenues, receiving 36 percent from this source in 1997. This number has dropped since 1986 where it was 45 percent. Sales and services and tuition and fees are the next highest funding sources for public institutions.

Table 32.—Sources of current-fund revenue for public degree-granting institutions, by source: 1985–86, 1990–91, and 1996–97

Source	1985–86	1990–91	1996–97
Total	100.0	100.0	100.0
Tuition and fees	14.5	16.1	19.0
Federal government	10.5	10.3	11.0
State governments	45.0	40.3	35.6
Local governments	3.6	3.7	3.9
Private gifts, grants, and contracts	3.2	3.8	4.3
Endowment income	0.6	0.5	0.6
Sales and services	20.0	22.7	22.2
Educational activities	2.5	2.8	3.0
Auxiliary enterprises	10.3	9.5	9.5
Hospitals	7.2	10.3	9.8
Other sources	2.6	2.6	3.3

NOTE: Excludes Pell Grants.

Revenues for Private Institutions

Private colleges are heavily dependent on tuition and fees for revenues, receiving 43 percent from this source in 1996, compared to 39 percent in 1986. The next largest sources are sales and services, and the federal government. Both of these proportions have dropped in 1996 compared to 1986.

Table 33.—Sources of current-fund revenue for private degree-granting institutions, by source: 1985–86, 1990–91, and 1995–96

Source	1985–86	1990–91	1995–96
Total	100.0	100.0	100.0
Tuition and fees	38.6	40.4	43.0
Federal government	16.5	15.4	13.8
State governments	1.9	2.3	1.9
Local governments	0.6	0.7	0.7
Private gifts, grants, and contracts	9.3	8.6	9.1
Endowment income	5.3	5.2	5.2
Sales and services	23.4	22.9	21.0
Educational activities	2.2	2.5	2.7
Auxiliary enterprises	11.3	10.7	9.8
Hospitals	9.9	9.8	8.5
Other sources	4.3	4.5	5.3

NOTE: Excludes Pell Grants.

Expenditures for Public Institutions

Trend data show some increases in the expenditures per student at public degree-granting institutions through the late 1980s with slower growth until the mid 1990s. After adjustment for inflation, current-fund expenditures per student rose about 13 percent between 1980–81 and 1988–89, and increased 10 percent between 1991–92 and 1996–97.

Table 34.—Current-fund expenditures and expenditures per full-time-equivalent student in public degree-granting institutions: 1980–81 to 1996–97

Year	Expenditures in millions		Per student, in constant 1996–97 dollars*
	Unadjusted dollars	Constant 1996–97 dollars	
1980–81	$42,280	$88,009	$13,250
1988–89	78,946	106,172	14,960
1990–91	92,961	112,030	14,823
1991–92	98,847	115,161	14,646
1992–93	104,570	118,204	14,940
1993–94	109,310	119,551	15,303
1994–95	115,465	122,531	15,741
1995–96	119,401	123,052	15,874
1996–97	125,978	125,978	16,162

*Constant dollars adjusted by the Higher Education Price Index.

College Costs

For the 2000-01 academic year, annual undergraduate charges for tuition, room, and board were estimated to be $8,655 at public 4-year colleges and $21,907 at private 4-year colleges.

Table 35.—Average undergraduate tuition, room, and board charges: 1970-71 to 2000-01

(In constant 2000-01 [1] dollars)

Year and control of institution	Total tuition, room, and board		
	All institutions	4-year	2-year [2]
All			
1980-81	$ 6,268	$ 7,073	$ 4,508
1990-91	8,579	9,939	5,139
2000-01 [3]	10,876	12,919	5,477
Public			
1970-71	5,673	—	4,399
1980-81	4,797	5,155	4,097
1990-91	6,219	6,855	4,534
2000-01 [3]	7,621	8,655	4,862
Private			
1970-71	12,068	—	9,269
1980-81	11,056	11,306	8,697
1990-91	16,879	17,307	12,162
2000-01 [3]	21,423	21,907	14,690

[1] Constant 2000-01 dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor.

[2] Due to a low response rate, data for private 2-year colleges must be interpreted with caution.

[3] Preliminary data.

Scholarships and Fellowships

One of the most rapidly rising expenditures at institutions of higher education between the mid-1980s and mid-1990s was for scholarships and fellowships. The proportion of educational and general expenditures spent on scholarships rose from 3.1 percent at public colleges in 1985-86 to 5.5 percent in 1996-97. At private colleges, the proportion expended for scholarships rose from 10.2 percent to 14.7 percent between 1985-86 to 1995-96.

On a per student basis, adjusted for inflation, expenditures for scholarships and fellowships rose by 84 percent at public universities between 1985-86 and 1995-96, compared with 9 percent for instructional expenditures. At private universities during the same period, the per student expenditures on scholarships and fellowships rose by 67 percent, and the instructional costs rose by 32 percent (table 352, *Digest of Education Statistics, 1999)*. Another rapidly rising expenditure in the public sector during the decade was for research, which rose by 29 percent per student at public universities and by 35 percent at other public 4-year colleges.

Table 36.—Educational and general expenditures and scholarships and fellowships at degree-granting institutions, by control: 1985-86 to 1996-97

(In millions of current dollars)

Year	Total expenditures	Scholarships and fellowships	Percent of total
		Public	
1985-86	$50,873	$1,576	3.1
1990-91	74,395	2,689	3.6
1991-92	78,555	3,256	4.1
1992-93	83,211	3,728	4.5
1993-94	87,139	4,223	4.8
1994-95	92,174	4,662	5.1
1995-96	96,086	5,085	5.3
1996-97	101,554	5,573	5.5
		Private	
1985-86	$25,255	$2,584	10.2
1990-91	39,744	4,863	12.2
1991-92	43,013	5,804	13.5
1992-93	45,767	6,421	14.0
1993-94	48,885	7,015	14.4
1994-95	51,984	7,623	14.7
1995-96	55,360	8,110	14.7

Financial Aid for Students

About 68 percent of all full-time undergraduate students received some form of financial aid in 1996. Students at private colleges were more likely to receive aid than students at public colleges. About 63 percent of full-time undergraduates at public colleges received aid compared with 80 percent at private not-for-profit colleges. Students obtained aid through a variety of programs: 56 percent received some sort of federal aid, 20 percent received state aid, 28 percent received institutional aid and 11 percent received aid from other sources. Private not-for-profit colleges provided aid from their own sources to over half of their full-time undergraduates. For all full-time undergraduates, the average student aid package from all sources totaled $6,832 in 1995-96.

Table 37.—Percent of full-time undergraduate and graduate students receiving financial aid, by type and control of institution and level of degree: 1995–96

Type of institution and level of student	Aid from all sources	Grants	Loans
All undergraduates	68.4	54.1	43.7
Public	62.8	47.5	37.2
4-year doctoral	65.4	47.6	44.5
Other 4-year	69.3	52.3	47.4
2-year	55.9	44.6	21.8
Less than 2-year	39.5	30.9	4.4
Private, nonprofit	80.3	71.3	56.9
4-year doctoral	70.6	61.6	50.9
Other 4-year	85.6	77.3	60.4
2-year	79.2	61.9	52.9
All graduate students	76.1	—	48.7
Master's degree	72.6	—	43.1
Public	74.7	—	39.5
Private	69.4	—	48.6
Doctor's degree	82.9	—	25.2
Public	85.9	—	26.7
Private	77.5	—	22.6
First professional	83.2	—	74.4
Public	85.7	—	79.0
Private	81.0	—	70.6

—Comparable data not available.

NOTE: Data include students in all types of postsecondary institutions.

Federal Funding

Federal on-budget support for education showed sizable growth between fiscal years 1965 and 2001, after adjustment for inflation. (On-budget support excludes education funds that are generated by federal subsidies, such as Federal Family Education Loans and the Federal Direct Student Loans.) Particularly large increases occurred between 1965 and 1975. After a period of relative stability between 1975 and 1980, federal funding for education declined approximately 16 percent between 1980 and 1985 after adjustment for inflation. Thereafter, federal on-budget funding for education generally increased, showing a rise of 56 percent from 1985 to 2001, after adjustment for inflation.

Table 38.—Federal on-budget funds for education: Fiscal years 1965 to 2001
(In billions of dollars)

Fiscal year	Total on-budget support	
	Unadjusted dollars	Constant 2001 dollars [1]
1965	$ 5.3	$28.7
1970	12.5	53.9
1975	23.3	70.5
1980	34.5	70.5
1985	39.0	59.5
1986	40.0	59.5
1988	43.5	61.0
1990	51.6	67.6
1991	57.6	72.2
1992	60.5	73.4
1993	67.7	80.2
1994	68.3	79.1
1995	71.6	81.1
1996	71.3	78.9
1997	73.7	79.9
1998	76.9	82.3
1999	82.9	87.2
2000	85.5	87.7
2001 [2]	92.8	92.8

[1] Data adjusted by the federal funds composite deflator prepared by the U.S. Office of Management and Budget.
[2] Estimated.

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